
The real harm of the global arms trade

[listening test questions]

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Time: (13:34)

Level: **** [B2/C1]

TED TALKS Link:

http://www.ted.com/talks/samantha_nutt_the_real_harm_of_the_global_arms_trade?language=en

Check these words before listening:

Key vocabulary

1. UNICEF
2. War-torn / war-zones / genocide
3. Baidoa, Somalia (google maps)
4. Rwanda genocide
5. Films: Mad Max / Clockwork Orange (google this)
6. Humanitarian catastrophe
7. Rigor mortis (rigor)
8. Kalashnikov rifle (automatic rifle)
9. Coercion
10. Small arms / light weapons
11. Brutalise / rape / threaten / intimidate
12. Terror groups – ISIS / Boko Haram / al Qaeda
13. A staggering number / it's shocking
14. to scrutinizing
15. to vaccinate
16. to disrupt
17. to ratify
18. A regular contribution
19. A treaty
20. On the contrary

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Student

TED Talks Test Questions

Time: *Approximately 1- 1:30 hours*

1. Read the title

- Try to predict the content of lecture
- Write down key terms / ideas
- Check key vocabulary using a dictionary

Try to listen ONLY two times

Three types of lesson

Lesson#1: [hard]

1. Listen once – take notes
2. Give 5 minutes to tidy notes
3. Listen again and add to notes (use a different **colour** pen).
4. Answer questions – set 20-25 minutes to answer.
5. Check answers
6. Listen again to check answers

Lesson #2: [medium]

1. Listen once – take notes.
2. Answer questions: 10-15 minutes
3. Listen again – answer the questions as they listen
4. Give yourself 10 minutes to tidy answers. Then check answers
5. Listen again to check answers

Lesson #3: [easier]

1. Read questions – highlight key terms
2. listen once and answer questions
3. 5 minutes to tidy notes
4. Listen again answer missed question
5. 5-10 minutes to tidy answers. Then check answers
6. Listen again to check answers

Teacher

TED Talks comprehension questions

Lesson Plan

Aim: to develop the students' ability to listen to a 10 min+ lecture, to take notes and then use those notes to answer a range of test type questions.

Lesson Time: Approximately 1:30-2:00 hours

Lesson Plan

1. Lead in

- Ask Students to discuss the 'title' and predict the content of lecture
- Ask students to write down key terms / language from discussion
- Feed in / check key vocabulary

Three types of lesson

Lesson#1: [hard]

1. Students listen once – take notes
2. Give 5 minutes to tidy notes
3. Listen again and add to notes (use a different colour pen).
4. Give out questions – set 20-25 minutes to answer.
5. Feedback answers (give out answers or go through on board)

Lesson #2: [medium]

1. Students listen once – take notes.
2. Give out questions: Set 15 minutes for students to answer questions from notes
3. Listen again – students answer the questions as they listen
4. Give extra 10 minutes to consolidate answers
5. Feedback answers (give out answers or go through on board)

Lesson #3: [easy]

1. Give out questions - students have 10 minutes to look at questions
2. Students listen and answer questions
3. Give 5 minutes to tidy notes
4. Students listen again – check answers and answer questions missed
5. 5-10 minutes to tidy answers
6. Feedback answers (give out answers or go through on board)

The real harm of the global arms trade

TED TALK: Samantha Nutt [Nov 2015. 13:34]

1. Introduction [True / False / Not Given]

	T / F / NG
i. She worked for UNICEF for \$1 an hour	
ii. She's a doctor	
iii. She worked in Baidoa, Somalia locals call it the city of death	
iv. 300 million people have died from war-related problems	
v. Most aid organisations had run out of money	
vi. The security situation is dangerous and unpredictable	
vii. One of the biggest problems is young boys with automatic rifles	
viii. Many believe war is just part of human existence	

___ / 8

2. Numbers – what do these figures signify in the lecture

800 million	i.
\$10	ii.
40 million	iii.
Top 20	iv.
80%	v.

___ / 5

3. Gap fill – [put a suitable word in the gap – first letter of word is provided]

You need weapons...

i. to maintain l _____ and o _____
ii. to promote p _____ and s _____
iii. to combat t _____ groups

___ / 5

4. Summary – [put a suitable word in the gap – first letter of word is provided]

Small arms trade

There has been a i. _____ in the small-arms trade since the start of the war on Terror. The business has grown threefold in the last ii. _____ years. This compared to the number of people who have died from war is the iii. _____. One of the main problems is that shipping arms to opposition fighters like the Iraq army or to Syria, these arms eventually end up in the hands of iv. _____ groups like ISIS or al Qaeda. Spending on war per person per year amounts to v. \$ _____ per person, this is approximately vi _____ times what we spend on foreign aid to educate and prevent disease.

___ / 6

5. Solutions for supply – open answers

Governments can adopt international transparency mechanisms through a treaty called...

i.

___ / 1

What will this treaty make arm-selling countries become?

ii.

___ / 1

Why hasn't this treaty worked in the US?

iii.

___ / 1

Will this solve the problem? (Yes, no & why?)

Yes or no?	Why?
iv)	v)

___ / 2

6. Investment– to stop the cycle of violence investments are needed in.... [2 areas]

i.

ii.

___ / 2

7. Monetary Contributions

What type of monetary contribution should you give and why?

Type	Why?
i.	ii.

___ / 2

8. Overall conclusion – multiple choice: [choose only 1]

a) We can make different choices here
b) War is ours, we buy it, we sell it, spread it and wage it.
c) We are the only ones who can solve it.
d) All the above

___ / 1

Overall score. ___ / 35

The real harm of the global arms trade **ANSWERS**

1. Introduction T/F/ NG

i. She worked for UNICEF for \$1 an hour [volunteer \$1 for evacuation]	F
ii. She's a doctor	T
iii. She worked in Baidoa, Somalia locals call it the city of death [journalists call it]	F
iv. 300 million people have died from war-related problems [300,000]	F
v. Most aid organisations had run out of money	T
vi. The security situation is dangerous and unpredictable [Madmax meets Clockwork Orange]	T
vii. One of the biggest problems is young boys with automatic rifles	NG
viii. Many believe war is just part of human existence	T

___ / 8

2. Numbers – what do these figures signify in the lecture

800 million	i. Small and light arms in the world
\$10	ii. Buy an AK47
40 million	iii. People displaced from war globally
Top 20	iv. Exporters are in the global North or Western countries
80%	v. Of weapons come from 5 permanent members of the UN Security Council

___ / 5

3. Gap fill - the main assumption for weapons in war zones.

You need weapons to..

i. maintain law and order
ii. promote peace and security
iii. combat terror groups

___ / 5

4. Summary – small arms trade

There has been a i. **boom** in the small-arms trade since the start of the war on Terror. The business has grown threefold in the last ii. **15** years. This compared to the number of people who have died from war is the iii. **same**. One of the main problems is that shipping arms to opposition fighters like the Iraq army or to Syria, these arms eventually end up in the hands of iv. **militant** groups like ISIS or al Qaeda. Spending on war per person per year amounts to v. **\$249** per person, this is approximately vi. **12** times what we spend on foreign aid to educate and prevent disease.

___ / 6

5. Solutions for supply – open answers

i. Governments can adopt international transparency mechanisms through a treaty called..
 Arms Trade Treaty.

___ / 1

ii. What will this treaty make arm-selling countries become?

This make countries more accountable for where they sell arms and be used for.

___ / 1

iii. Why hasn't this treaty worked in the US?

Because although President Obama signed the agreement .It needs to be approved and ratified by the senate.

___ / 1

iv. Will this solve the problem? (Yes, no & why?)

No	but it's an important step in the right direction
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___ / 2

6. Investment– To stop the cycle of violence investments are needed in.... [2 areas]

i. Education

ii. Strengthening the rule of law

iii. Economic development

iv. Investing in women

___ / 2

7. Monetary Contributions

What type of monetary contribution should you give and why?

Type	Why?
i. Monthly / regular	ii. humanitarian organisations properly plan nude invested in the long term

___ / 2

8. Overall conclusion – multiple choice: [choose only 1]

- a) We can make different choices here
- b) War is ours, we buy it, we sell it, spread it and wage it.
- c) We are the only ones who can solve it.
- d) All the above**

___ / 1